

USAWC STRATEGY RESEARCH PROJECT

GROWING BETTER LEADERS FOR THE FUTURE: A STUDY IN OPTIMIZING SELF-AWARENESS

by

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ABSTRACT

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The United States of America is at war literally and figuratively. The literal war is the global war on terror manifested by current operations in Afghanistan and Iraq. Drawing on the same resources are the ongoing stability and support operations that include peacekeeping operations in Bosnia, Kosovo, and the Sinai desert. If that isn't enough, the Army continues to fight the figurative war of transformation. Success of the transformation effort lies within the Doctrine, Organization, Training, Materiel, Leadership and education, Personnel, and Facilities (DOTMLPF) framework. The focus of this paper is on leader development for the Future Force, an effort the Army must begin immediately to ensure our future and junior leaders of today are our successful senior leaders of tomorrow.

This study highlights the basis of successful leadership as emotional intelligence. At the foundation of emotional intelligence is self-awareness. Essentially, if leaders optimize their self-awareness, they increase their emotional intelligence, and consequently connect more effectively with the led, which in turn makes them better, more effective leaders. This paper recommends two methods for optimizing self-awareness. Those methods are psychological testing and 360-degree feedback.

The recommendation for psychological testing is that it occurs in two phases – the pre-commissioning phase and the career phase. The psychological testing during these phases provides the leader with a personality assessment, as well as strengths and weaknesses to allow the individual to make informed decisions in regards to leader education and development.

360-degree feedback occurs throughout a leader's career in order to provide a continuous feedback loop for optimal self-awareness and leader development. The feedback will be limited to the rater and the rated officer. Raters will not be able to include 360-degree feedback comments into efficiency reports.

By adding these tools to our current leader development system, the Army will ensure a successful transformation of leaders for the Future Force.

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GROWING BETTER LEADERS FOR THE FUTURE: A STUDY IN OPTIMIZING SELF-AWARENESS

The United States of America is at war. Television, radio, Internet and print news services provide up to the minute reports of ongoing combat operations in Afghanistan and Iraq. The global war on terror is the hot topic of domestic and international discussion and debate. It is also a hot topic within the ranks of the United States Army, as it is the Army who is bearing the lion's share of the United States government's effort. However, Afghanistan and Iraq are not the only battlefields on which the Army currently fights. The Army continues to prepare units for employment overseas, while supporting the recovery of units redeployed from those distant battlefields. The Army continues to support peacekeeping operations across the globe in the Sinai desert, Bosnia, and Kosovo. The Army also continues to support the defense of our homeland. If these competing demands aren't enough, the Army is also in the midst of transformation. A transformation begun in 1999 designed to convert the Current Force into the Future Force beginning in 2008. Suffice it to say, the Army is at war literally and figuratively in its struggle to accomplish today's missions while simultaneously preparing to meet tomorrow's threats. This is a familiar situation for the Army who has always struggled with change throughout its long and illustrious history.

How can the Army juggle these competing demands and be successful across the entire spectrum of activities? How does the Army manage change? The Army's imperatives establish its change methodology. In summary,

"The Army is a dynamic organization that must constantly change to adapt to changing threats to the Nation's security and to the assignment of new missions that promote our country's interests at home and abroad. The Army must be capable of accomplishing the full spectrum of missions ranging from domestic disaster relief and homeland security through peacekeeping and peacemaking to winning major theater wars. This requires the continual modernization and development across the Army's Doctrine, Organization, Training, Materiel, Leadership and education, Personnel, and Facilities (DOTMLPF) domains."¹

Experience proves that if one element of DOTMLPF changes, it causes a ripple of change affecting each of the other areas. The Army's transformation is the current focus of change within the Army, and consequently will impact each DOTMLPF element. Where is the Army headed with transformation?

According to the U. S. Army White Paper outlining the concepts for the Objective Force, "the Objective Force (henceforth referred to as the Future Force) is our future full spectrum force: organized, manned, equipped and trained to be more strategically responsive, deployable,

agile, versatile, lethal, survivable and sustainable across the entire spectrum of military operations from Major Theater Wars through counter terrorism to Homeland Security.”² It also states that, “Army units conducting joint and combined operations will *see first, understand first, act first and finish decisively* at the strategic, operational, and tactical levels of operations.”³ “At the heart of the (Future) Force are Soldiers and leaders.”⁴ “Leaders must know how to conduct rapid tactical decision making. They will be adaptive and self aware—able to master transitions in the diversity of 21st Century military operations.”⁵ So as the Army transforms into the Future Force that will require its leaders at all levels to understand and act first, leadership development (as an element of DOTMLPF) must also transform in order to ensure success of the whole. If the Army desires these types of leaders, it must begin to grow them today, and not wait until tomorrow. How can the Army transform its leader development program to meet the requirements of the Future Force? Better yet, how does the Army create leaders who can meet the rigors of the future battlefields as envisioned above? That is the focus of this paper. I believe the Army can significantly improve its leader development curriculum and prepare tomorrow’s leaders of the Future Force today by incorporating psychological testing and 360-degree assessments into its’ program.

In order to set the stage for further discussion I must first examine leadership to determine the foundation for success followed by defining the key elements of leader development. Following this introduction, I’ll briefly discuss the theory and application of psychological testing and 360-degree feedback in today’s workplace in order to prove their worth to leaders and their organizations. Finally, I’ll make recommendations for implementation of psychological testing and 360-degree feedback within our current system.

Before tackling leader development, I’ll first discuss leadership in general. Why is leadership so important to the Army? “Leadership is the most dynamic element of combat power.”⁶ FM 22-100, the Army Leadership manual, states that, “Leadership is both art and science.”⁷ Though many debate the balance between art and science, all agree that leadership is a complicated field of study as it deals with the complex interaction between humans. What makes leaders successful? What is the foundation of successful leadership? Are leaders born or made, or both? The answer is a complicated yes. General Sir Archibald P. Wavell believed that “no amount of learning will make a man a leader unless he has the natural qualities of one.”⁸ Lieutenant General (Retired) Walter Ulmer agreed in part with Wavell based on his experience and observations by stating “a powerful acknowledgement from my past two decades is the prominent role of genetics in performing leadership roles.”⁹

A Center for Creative Leadership study confirmed the observations of both Wavell and Ulmer by determining that “people differ in their natural abilities to lead. Ability to think clearly, speak well, inspire others, accumulate and recall large amounts of information, and analyze complex problems effectively are qualities given in unequal measure to all humans. It is important to identify and develop these individuals with natural talents for leadership.”¹⁰ The experts and their observations cited above indicate there is definitely a genetic element involved in successful leadership. However, without proper development, a naturally talented leader will not achieve optimal success. Similarly another Creative Leadership study concluded that,

“Finally, although it may go without saying, we should note that we do believe that individuals can expand their leadership capacities. That is, a key assumption in all of our work is that people can learn, grow, and change. We do not debate the extent to which effective leaders are born or are developed. No doubt, leadership capacity has as its roots partly in genetics, partly in early childhood development, and partly in adult experience.”¹¹

LTG (Ret) Ulmer concurred with this assessment by comparing the results of similar studies and saying that,

“They acknowledged the limitations that nature imposes on our makeup, while recognizing that life experience can add or detract significantly from what genetics and chance have conspired to create. There is no doubt that analysis of leader personality has utilitarian value. I am, however, convinced that measuring that powerful but elusive factor we call intelligence requires more than the traditional measures of IQ. It demands measures of other facets that we come to explore recently as “tacit knowledge” and “emotional intelligence”.”¹²

So, successful leaders, as posited above, possess innate talents for leadership, among those being emotional intelligence, or their ability to connect with other people. Does this mean that leaders can't be successful unless they are gifted with these natural abilities? Most experts in the field of leadership disagree. One study asks the question, “Are some people simply born with certain levels of empathy or do they learn it? The answer is both. There is a genetic component to EI (emotional intelligence), to be sure, but nurture plays a major role as well. Although people differ in the initial level of their natural abilities, everyone can learn to improve, no matter where he or she starts out.”¹³ The same study continues with this caveat, “These EI competencies are not innate talents, but learned abilities, each of which has a unique contribution to making leaders more resonant, and therefore more effective.”¹⁴ Consequently, to answer the question posed above, leaders are born and made, and at the heart of leader success is this idea of emotional intelligence.

Just what is emotional intelligence and what is its relationship with successful leadership? In a study that resulted in the book, *Primal Leadership, Realizing the Power of Emotional Intelligence*, the authors begin by identifying resonant or successful leadership. "Biologically speaking, then, the art of resonant leadership interweaves our intellect and our emotions."¹⁵ "The fundamental task of leaders, we argue, is to prime good feelings in those they lead. That occurs when a leader creates resonance – a reservoir of positivity that frees the best in people. At its root, then, the primal job of leadership is emotional."¹⁶ "Primal leadership demands we bring emotional intelligence to bear."¹⁷ The authors define emotional intelligence as consisting of the four domains of "self awareness, self management, social awareness, and relationship management."¹⁸ "Each of the four domains of emotional intelligence – self awareness, self management, social awareness, and relationship management – adds a crucial set of skills for resonant leadership."¹⁹ Though the study delves deeply into each of these domains, they summarize the relationships between the four as follows: "In short, self awareness facilitates both empathy and self-management, and these two, in combination, allow effective relationship management. EI, then, builds up from a foundation of self-awareness."²⁰ In essence, the above studies determined, the foundation of successful leadership is self-awareness. The Army leadership manual concurs by stating that, "leadership is about taking action, but there's more to being a leader than just what you do. Character and competence, the BE and the KNOW, underlie everything a leader does. So becoming a leader involves developing all aspects of yourself."²¹ The manual continues with the following simple edict: "In order to lead others, you must first make sure your own house is in order."²²

Following the notion that successful leadership begins with self-awareness, I'll move on to leader development. What is true leader development? The Center for Creative Leadership believes the following: "We define leadership development as the expansion of a person's capacity to be effective in leadership roles and processes."²³ They explain further by proposing that, "The leadership development model suggests three main strategies for enhancing this process: (1) Create a variety of rich developmental experiences that each provide assessment, challenge, and support; (2) Enhance people's ability to learn from experience; and, (3) Use an approach that integrates the various developmental experiences and embeds them in the organizational context."²⁴ FM 22-100 says, "Leaders of character can develop only through continual study, reflection, experience, and feedback."²⁵ Common among these views is the need for feedback to facilitate optimal development for any leader. "Peoples own views of themselves are often narrow and biased. The enhanced self-awareness created by feedback

can help leaders know where to focus their developmental efforts and motivate them to better understand their strengths and improve their weaknesses."²⁶

Given that self-awareness is the foundation of successful leadership and feedback is a key component of leader development, how then do you create a leader development program that provides feedback to leaders to enhance their self-awareness? There are a number of ways to do that; however, I believe that psychological testing and 360-degree feedback are two simple methods that can significantly improve any leader's self-awareness. These topics are not unique, nor are they new. There are countless references outlining the results of study after study on these subject areas. My task here is not to delve deeply into theory, but to provide a basis of understanding of the theory, followed by potential applications for the Army. Given the complexity of each topic, I'll cover them sequentially beginning with psychological testing, continue with 360-degree feedback, and conclude with recommendations for implementation into the current Army leader development system.

Why psychological testing? Dr. Anne Anastasi, in her book, *Psychological Testing, 4th Edition*, said, "Basically, the function of psychological testing is to measure differences between individuals or between the reactions of the same individual on different occasions."²⁷ She goes on to explain that,

"The selection and classification of industrial personnel represent another major application of psychological testing. From the assembly line operator or filing clerk to top management, there is scarcely a type of job for which some kind of psychological test has not proved helpful in such matters as hiring, job assignment, transfer, promotion, or termination. Nevertheless, testing constitutes an important part of the total personnel program. A closely related application of psychological testing is to be found in the selection and classification of military personnel. From simple beginnings in World War I, the scope and variety of psychological tests employed in military situations underwent a phenomenal increase during World War II. Subsequently, research on test development has been continuing on a large scale in all branches of the armed service."²⁸

She completes her thoughts by saying that, "There is growing emphasis, too, on the use of tests to enhance self-understanding and personnel development."²⁹ So, as Dr. Anastasi points out, the military has used, and continues to use psychological testing. However, current testing is primarily used during the accession process and not as a tool for leader development. How then do you create a psychological test to enhance leader self-awareness?

Hire Success, a company specializing in these types of psychological evaluations, develops these tests by identifying basic traits, measuring personality traits, from which they

develop a baseline for future use.³⁰ In identifying the basic traits, they are attempting to cull from the body of employees some commonality. They believe “You gain the advantage when your employees are selected and positioned so that their talents, skills and personality traits are properly utilized. Once you begin to think about how each of your effective people play an important role, you’ll soon begin to see the common characteristics in people doing certain jobs.”³¹ Upon completion of the basic trait identification, they move on to measure personality traits. They explain it as follows: “What you’re looking for are the personality types and traits that make the best employees so successful in a particular job, as well as which traits are out of balance with the position in less successful employees. Some companies make the mistake of just testing the best people. You need to test all employees and especially contrast the best and the worst so you can identify the differences.”³² Upon determination of the basic traits and the measurement of personality traits, they then develop a baseline. “Each “baseline file” represents an ideal range for personality types and traits. Once developed, new applicants can be compared against the baseline so you can quickly and easily see just how close they come to having the characteristics and traits that you know play an important role in that position.”³³

The study in *Primal Leadership* confirms the approach used by Hire Success. “Instead of testing people for their IQ, technical skills, or personality – or just looking at their resumes – (Dr. David) McClelland (the renowned Harvard Experimental Psychologist) proposed first studying employees who were already outstanding performers in that job and systematically comparing them with those who were just average at it - distinguishing competencies. That proposal spawned what is today standard practice in world-class organizations: developing a leadership “competency model” to identify, train, and promote likely stars.”³⁴

Though many tests currently exist that will improve the development of leaders, the question is which one will be most effective for implementation within the Army. The most popular test currently used within the military is the Myers-Briggs Type Indicator (MBTI). At Pearson Assessments, a company specializing in screening for high risk and public safety positions, they use the Sixteen Personality Factor Fifth Edition test.³⁵ These are but two examples of the plethora of tests that exist to assist both employers and employees in making the right decisions for the organization and the individual. The bottom line is as long as the test provides an adequate baseline from which to measure, and provides detailed feedback to the individual leader, then it is an effective test. So in the end, the specific test doesn’t matter, it is the feedback to the individual that is important. The special operations community is at the forefront when it comes to psychological testing and its benefits. In a study on this subject, the experts determined that, “Psychological testing tuned to the requirements of the force helps find

the best person for the special operations environment”.³⁶ Given the above practices by large organizations to include elements of the Army, psychological testing demonstrates great potential for the organization and its leaders when it comes to job placement and leader development.

There is one final note on psychological testing I must address. Before the selection of any test for implementation into the Army’s system, the decision makers must conduct an evaluation of quality of the test. “There are three basic elements to look for when judging the quality of a psychological test – reliability, validity, and standardization. Reliability is a measure of a test’s consistency; validity is a measure of the test’s usefulness; and, standardization is the process of trying out the test on a group of people to see the scores which are typically obtained.”³⁷ This will ensure the Army can effectively create a database from which to provide detailed feedback to leaders and future leaders, a database that will increase in effectiveness over time with continued input and refinement.

However, psychological testing provides only a portion of the information necessary for leader development. Why isn’t psychological testing a sufficient tool for leader self-awareness? I return to LTG (Ret) Ulmer for the answer. “The most accurate judges of the leader – in the leadership role – are the people who are led by him or her.”³⁸ Additionally, he said “Only the led know for certain the leaders moral courage, consideration for others, and commitment to unit above self.”³⁹ He communicates similar thoughts more bluntly by stating that, “Our selection and promotion system will continue to produce the current high rates of failure in leadership positions until we include in the evaluation process the systematic input from subordinates about leader behavior.”⁴⁰ FM 22-100 provides further direction by stating that, “Leader development doesn’t occur in a vacuum. All leaders must be open to feedback on their performance from multiple perspectives – seniors, peers, and subordinates.”⁴¹ “Leadership, no matter which definition you use, does not speak of something that happens to, or occurs within, the leader; it speaks of something that happens to, or occurs within, a group of followers. Only followers reliably know how well the leader has led.”⁴² The bottom line is there are countless studies proving the benefits of a 360-degree feedback system in any leader development program.

The best way to show the effectiveness of 360-degree feedback for leader development is by relating a vignette that proves the point. The situation involves then LTG Frederick Kroesen, and one of his subordinates. GEN (Ret) Kroesen tells the story as follows:

“I recall vividly the experience of one of my subordinate generals in V Corps bringing me his evaluation and dropping it on my desk. I reminded him that this was his evaluation and that he did not

have to show it to me. He confirmed that he wanted me to see it. The report was devastating to him. I recall a question in which 30 subordinates were asked, on a scale of 1-5, if they would emulate their leader's personal and professional conduct. All 30 had responded with 1s, "absolutely not." I asked him what he was going to do about it. He told me that he had called his subordinates and staff together and thanked them for their honesty, and indicated to them that he was going to try to change his behavior. He said that he had come to ask me to give him another survey in six months. The results of the second survey revealed dramatic improvement. The counseling the general got from those under him was far more effective in modifying his behavior than any he could have received from me. Later, his wife confided in me privately that he was also a better husband."⁴³

GEN (Ret) Kroesen's story is a wonderful example of how 360-degree feedback, if used appropriately, can lead to increased leader self-awareness, and subsequent leader growth and development.

A summary of my efforts thus far is necessary to set the stage for follow-on discussion. Essentially, the Army, among many other things, is currently undertaking transformation from the Current Force to the Future Force. One necessary component of change within the DOTMLPF framework is leadership development. Leaders of the Future Force must be adaptive and self-aware. Self-awareness is a foundational element of successful leadership. Psychological testing and 360-degree feedback provide the leader with increased self-awareness, which provides significant potential for growth and development. How then do you implement them into the current system to achieve the desired results?

To do this, I'll return to the concept of leader development, and the Center of Creative Leadership. The Center's experts concluded that, "The key elements that make any experience more developmental are assessment, challenge, and support."⁴⁴ We must further define each of these areas to ensure complete understanding of the developmental process.

"Assessment information points out gaps between a person's current capacities or performance and some desired state or ideal capacity level."⁴⁵ Formal assessments are not new to the Army. The Officer's Evaluation Report is probably the most recognizable formal assessment tool. However, there are other ways of receiving formal assessments. "Formal assessments from others include such processes as performance appraisals, customer evaluations, 360-degree feedback, organizational surveys that measure employee satisfaction with managers, and assessments and recommendations from consultants."⁴⁶ The point being that the individual leader must receive feedback through an assessment process.

“Challenging experiences force people out of their comfort zone. They create disequilibrium, causing people to question the adequacy of their skills, frameworks, and approaches.”⁴⁷ I don’t believe there is any question as to whether the U. S. Army provides challenging experiences to its leaders. Again, the importance here is leader self-awareness, or leaders, and their leaders, recognizing that each experience provides potential for growth and development.

“Support is also needed to help people handle the struggle and pain of developing, that is, to actually help them bear the weight of the experience. It is needed to help them maintain a positive view of themselves as people capable of dealing with challenges, who can learn and grow, who are worthy and valuable. Seeing that others place a positive value on their efforts to change and grow is a key factor for people to stay on course with development goals.”⁴⁸ Within a hierarchical organization like the Army, chain of command support for leader development is critical to the program’s success. Like anything else, without leader oversight and support, it will die a very quick death. Given the imperatives above, how can the Army integrate psychological testing and 360-degree feedback into its current leader development system?

To effectively cover this critical portion, I will discuss the benefits, based upon the facts above, and then delve into the recommendations for implementation. As described above, psychological testing clearly demonstrates benefits for the individual and the organization. Benefits to the individual include identifying personality type, which in turn identifies those areas in which the individual will be most comfortable, as well as areas of strength and weakness. Benefits to the organization include the ability to place individuals into fields within the Army most suited to the individual, and thereby fields where the leader will most likely succeed. Additional benefits include the construction and maintenance of an ever-expanding database/baseline that will be refined over time in order to continually improve the leader development process.

My proposed implementation of psychological testing occurs in two phases. The first is the pre-commissioning phase, and the second is the career phase. During the pre-commissioning phase, the future leader will be given a psychological test to determine personality type and areas of interest. This personality typing will be the first opportunity for the future leader to gain insight into their personality and its associated strengths and weaknesses. With the help of their senior leader, be it a USMA or OCS tactical officer or ROTC instructor, the future leader will have the opportunity to put their personality type into the proper perspective within the context of the Army. “On an individual level, leaders’ (personality) type preferences are useful for understanding likely strengths and weaknesses; for developing a personal

understanding of their own functioning and their impact on others; and for identifying potential areas for development. Every type of leader can use psychological type for these purposes.”⁴⁹

During this process, the future leader, with the assistance of the experts described above, can make an informed decision as to what branch of the Army holds the greatest potential for their success. Also, at this point in the future leader’s career, they have demonstrated their leadership abilities across a spectrum of activities that include advanced camp, cadet troop leader training, and leadership positions within their pre-commissioning organizations. This is another opportunity for the experts to provide the future leader with feedback on their particular strengths and weaknesses, and thereby facilitating their self-awareness as they enter the next phase of their development.

During the career phase of leader development, I recommend psychological testing be limited to re-evaluation at key times in the officer’s career. Based on the facts as described above, by the time we reach adulthood, our personalities are, for the most part, set. The Center for Creative Leadership explains, “We also know that some traits, like IQ and certain personality characteristics, are more or less innate and appear to remain stable over time. Development work with adults cannot – as some people fear and others hope – significantly improve IQ or provide a personality transplant.”⁵⁰ However, as leaders prepare to tackle significant career challenges, I believe a re-assessment is necessary to optimize self-awareness. Given that position, I recommend follow-up psychological testing at critical junctures in an officer’s career. I believe the junctures are company command, transition to field grade rank, battalion command, brigade command, and transition to flag rank. I believe company command, field grade transition, and battalion command tests are important to identify growth, specifically areas of strength and weakness, within the tactical level of leadership. Given this transition generally occurs over a twenty-year period, I feel receiving feedback during the early (company command), mid-point (transition to field grade rank), and latter (battalion command) portions of this leadership spectrum will optimize development. I feel the brigade command test is important because it provides additional feedback at the time the officer is transitioning to the organizational spectrum of leadership. Finally, I believe the transition to flag rank test is important as the leader transitions into the strategic realm of leadership.

Given these critical junctures, when do you conduct the tests? For company command, I believe the test should occur during the captain’s career course. For transition to field grade rank, I believe the test should occur during the command and general staff college course. For battalion command, I believe the test should occur at the pre-command course. For brigade

command, I believe the test should occur at the senior service college, and for transition to flag rank, I believe the test should occur during the Capstone course.

As described previously, there are many tests that potentially meet the Army's needs that pass the reliability, validity, and standardization tests. My recommendation is the Myers-Briggs Type Indicator test. The MBTI is currently used in the Army at a number of schools that include the Army War College. This test has proven to be extremely effective and enjoys a broad base of research information. Consequently, it is easily administered and easily interpreted, and it has specific application for leader self-awareness. "All 16 types (MBTI) are found in leadership positions. As we have indicated, each preference and each combination of preferences will typically bring special strengths as well as potential blind spots to leadership. Research about leaders indicates that although all types are represented, they are not represented equally."⁵¹ Additionally, studies continue to show that "MBTI is appropriately used to assist individuals in developing their self understanding and their understanding and appreciation of differences. In the end; however, the MBTI is not the "end all, be all." There obviously exist other effective tests, but I submit none as effective, understandable, and available as the MBTI.

For test administration I recommend a web-based approach. Prior to the officer's attendance at the junctures cited above, I recommend the officer receive the test via the Army Knowledge On-Line network with the requirement to complete the test prior to attendance at the above listed schools. Upon arrival at the school, the leaders small group instructor, faculty advisor, or some equally positioned leader, counsel the individual on the results of the test. Obviously leaders in a counseling role will need to receive some level of training to assist the individual in making appropriate choices within the continuing leader development program. Again, I believe this can occur within the realm of the Army Knowledge On-Line construct.

The psychological testing results during the pre-commissioning phase and career phase are key self-awareness tools that can significantly contribute to optimal leader development. I further recommend that these results be compiled into a leadership development record, much like the current medical and dental records, that will follow the leader throughout his or her career. In doing so, the leader's supervisor will see the "big picture", placing them in a position to guide the individual through that particular phase of their leader development. This, I believe, is the essential first step in creating leaders for the Future Force.

There are some obvious objections to using psychological testing within the Army. Are we selecting leaders based on their personality when they're college students or junior officers? Are we going to use these tests to force officers into branches in which they don't care to serve? By using this approach, are we ensuring all leaders are the same? The answers to the above

questions is no. I envision the psychological testing during the pre-commissioning phase to act as a guide for the budding leader; to provide him or her with a self-awareness tool that allows them, with counseling assistance, to make an informed decision. In the end, the decision is the future leaders to make. Additionally, the psychological testing baseline is large enough to accommodate all personality types. This form of testing will not preclude anyone from advancing as a leader. Again, it is a tool for heightened self-awareness and nothing else. Finally, if the Army does institute psychological testing into its leader development program, leader success will continue to be largely based on performance and not the results of a test.

The next step involves 360-degree assessment. FM 22-100 emphasizes the need for 360-degree feedback in a number of places. Some I've quoted above. In making an initial leader assessment as you transition from one job to the next, the manual asks the reader, "What kind of leader are you? Do you oversupervise? Undersupervise? How can you improve? What's your plan for working on your weak areas? What's the best way to make use of your strengths? Get feedback on yourself from as many sources as possible: your boss, your peers, even your subordinates."⁵² I believe the most appropriate comment about the need for 360-degree feedback came from the Center for Creative Leadership Handbook. "There is an old saying: 'If one person tells you that you remind him of a horse's backside, you can ignore him. If ten people tell you the same thing, you probably ought to go ahead and get fitted for a saddle.'⁵³ So as with psychological testing, 360-degree feedback is a proven method of providing important feedback during the leader development process, and a significant benefit to the leader and his or her organization. As also noted, the Army's current leadership doctrine, FM 22-100, supports the use of 360-degree feedback.

Implementing 360-degree feedback is a difficult prospect to say the least. Opponents of this initiative will argue that leaders will then be involved in a "popularity contest" with their subordinates in order to receive good "grades". Though extreme, there is some merit to the position. My recommendation is to use it as a leader development tool, and not include it in the efficiency report construct. I believe the story told above by GEN(R) Kroesen is the best way to implement 360-degree feedback into our system. Under this program, each leader receives 360-degree feedback during each duty assignment. I believe feedback received as a commander or staff officer is equally valuable in identifying leader strengths and weaknesses, and by doing it this way, the leader receives continual feedback throughout his or her career which optimizes self-awareness, and; therefore, greater potential for leader development.

The next step is determining a standardized feedback mechanism for each leadership level that takes into account type of unit, duty location, mission, etc. As with psychological

testing, there are numerous tests in existence. Something as simple as a command climate survey resident at almost every post in the Army, or the ethical climate assessment survey outlined in Appendix D of FM 22-100, can be used for this purpose. The tool is not as important as the feedback it provides.

I believe the feedback should go to two people, and only two people. The first person to receive the feedback should obviously be the leader. The second person to receive the feedback is the leader's supervisor. As described above, this is the tricky part as we're nearing the line of subordinates possessing the capability to directly influence a leader's career. There are a couple of ways to regulate the use of this information. The first is introducing this technique as a leader developmental tool. As described above, many 360-degree feedback tools already exist and have so for years. Initially, the Army could use the train-the-trainer model within its field force, while incorporating it into its school systems. This method will train all leaders and supervisors in the proper use of this feedback. Given that all leaders have supervisors, I don't envision significant difficulties. Additionally, I would limit use of the 360-degree feedback by incorporating the rules into Army regulation forbidding the inclusion of 360-degree feedback comments in the officer efficiency report. However, this will not, and should not, preclude raters from considering the results of the 360-degree feedback when completing performance evaluations. That is exactly the intent of the program – raters and rated officers armed with an additional tool, one of many in the tool kit, to enhance self-awareness and leader development. I surmise that those who would prefer the feedback not be included in their performance evaluations are exactly those leaders who need the type of feedback the 360-degree model provides. In the end, I believe this approach (train-the-trainer/school system education process and regulatory restrictions) will easily inculcate 360-degree feedback into our leader development process.

The continued success of our current Army leaders at all levels and in all locations would lead some to ask the question, "Why fix something that isn't broken?" For the answer I return to the DOTMLPF model. As I discussed above, the Army continues to progress in its transformation from the Current to the Future Force, and with it, all elements within the DOTMLPF construct must transform in order to ensure success. The views, as described above, are my recommendations for leadership development transformation. I strongly believe that in order for leaders to meet the challenges of the future we need to continue to improve our leader development system beginning immediately. I've proposed two relatively easily administered and inexpensive methods to optimize our current leader development program. To quote the Army Posture Statement for 2003, "Leader development is the lifeblood of the

profession. It is the deliberate, progressive, and continuous process that trains and grows Soldiers and civilians into competent, confident, self-aware, and decisive leaders prepared for the challenges of the 21st Century in combined arms, joint, multinational, and interagency operations.¹⁶⁴ I strongly believe our current leader development system can provide leaders for the Future Force; however, I just as strongly believe we can improve the system to make leaders more self-aware and thereby more effective. Psychological testing and 360-degree feedback are proven vehicles in this regard. By implementing these methods into our system, we will grow leaders who will win the many literal and figurative wars this nation faces in the future.

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ENDNOTES

¹ Edward J. Filiberti, *How the Army Runs: A Senior Leader Reference Handbook, 2003-2004* (Carlisle, PA; U. S. Army War College Department of Command, Leadership and Management, 2003), 1.

² "United States Army White Paper: *Concepts for the Objective Force*" (Washington, D. C.; U. S. Department of the Army, 2001), iv; available from <http://www.us.army.mil>. Internet; accessed 21 September 2003.

³ Ibid.

⁴ Ibid, v.

⁵ Ibid, v.

⁶ Department of the Army, *Operations*, Field Manual 3-0 (Washington, D. C.: U. S. Department of the Army, June 2001), 4-7.

⁷ Department of the Army, *Army Leadership*, Field Manual 22-100 (Washington, D. C.: U. S. Department of the Army, 31 August 1999), 5-1.

⁸ Robert L. Taylor and William E. Rosenback, *Military Leadership: In Pursuit of Excellence* (Boulder, Colorado: Westview Press, 2000), 6.

⁹ Walter F. Ulmer, Jr., *Inside View: A Leader's Observations on Leadership* (Greensboro, NC: Center for Creative Leadership, 1997), 6.

¹⁰ Kenneth E. Clark and Miriam B. Clark, *Choosing to Lead* (Greensboro, NC: Center for Creative Leadership, 1996), 236.

¹¹ Cynthia D. McCauley, Russ S. Moxley, and Ellen Van Velsor, *The Center for Creative Leadership Handbook of Leadership Development* (Greensboro, NC: Center for Creative Leadership, 1998), 5.

¹² Ulmer, 4.

¹³ Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership, Realizing the Power of Emotional Intelligence* (Boston: Harvard Business School Press, 2002), 29.

¹⁴ Ibid, 38.

¹⁵ Ibid, 29.

¹⁶ Ibid, ix.

¹⁷ Ibid.

¹⁸ Ibid, 30.

- ¹⁹ Ibid.
- ²⁰ Ibid.
- ²¹ FM 22-100, 1-6.
- ²² Ibid, 1-2.
- ²³ McCauley, Moxley, and Velsor, 4.
- ²⁴ Ibid, 21.
- ²⁵ FM 22-100, E-2.
- ²⁶ McCauley, Moxley, and Velsor, 31.
- ²⁷ Anne Anastasi, *Psychological Testing*, 4th Edition (New York: MacMillan Publishing Co. Inc., 1976), 3.
- ²⁸ Ibid, 3-4.
- ²⁹ Ibid, 4.
- ³⁰ Hire Success, *Developing Hiring Standards, The Untapped Wealth of Information in Your Office*; available from <http://www.hiresuccess.com/establishing-baseline-personality-profiles.htm>; Internet; accessed 14 September 2003.
- ³¹ Ibid.
- ³² Ibid, 2.
- ³³ Ibid, 2.
- ³⁴ Goleman, Boyatzis, and McKee, 35.
- ³⁵ Pearson Assessments, *Clinical and Career Assessments*; available from <http://www.pearsonassessments.com/assessments/categories/safety.htm>; Internet; accessed 14 September 2003.
- ³⁶ Christopher D. Kolenda, *Leadership: The Warrior's Art* (Carlisle Barracks: U. S. Army War College Foundation Press, 2001), 335.
- ³⁷ Psychological Testing, *What Makes a Good Test?*; available from <http://www.psychologicaltesting.com/val.htm>; Internet; accessed 14 September 2003.
- ³⁸ Ulmer, *Inside View*, 8-9.

³⁹ Walter F. Ulmer, Jr., *Military Leadership into the 21st Century: Another "Bridge Too Far?"*, *Parameters*, Spring 1998; available from <http://carlisle-www.army.mil/usawc/parameters/98spring/ulmer.htm>; Internet; accessed 21 September 2003.

⁴⁰ Ulmer, *Inside View*, 15.

⁴¹ FM 22-100, 4-10.

⁴² Taylor and Rosenback, 81.

⁴³ Kalenda, 361.

⁴⁴ McCauley, Moxley, and Velsor, 17.

⁴⁵ *Ibid.*, 10.

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*, 11.

⁴⁸ *Ibid.*, 15.

⁴⁹ Catherine Fitzgerald and Linda K. Kirby, *Developing Leaders* (Palo Alto, CA: Davies-Black Publishers, 1997), 16.

⁵⁰ McCauley, Moxley, and Velsor, 17.

⁵¹ Fitzgerald and Kirby, 13.

⁵² FM 22-100, 5-12.

⁵³ McCauley, Moxley, and Velsor, 36.

⁵⁴ *Army Posture Statement*, available from <http://www.army.mil/aps/2003/realizing/people/leader.html>; Internet; accessed 18 November 2003.

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